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ABSTRACT

This paper traces the reorganization of Japanese colleges and faculties of education in response to the educational reform movement. This response includes establishment of graduate programs of teacher education and curricular changes to improve teacher competence. The first section of the paper outlines the evolution of public policy aimed at improving teacher competence. This section includes a discussion of various national reports, revision of the certificate system, the arrangement and reorganization of university programs and faculties in reponse to teacher supply and demand, and the establishment and reorganization of graduate schools of education. The paper concludes that the sense of mission which comes from student teaching should be placed at the core of the teacher's competence. The second section of the paper presents findings from three studies which investigated psychological adjustment by student teachers to the teaching practicum. Specifically, the studies examined adjustments to daily life during the practicum, effects of anxiety on adjustment to the practicum, and the effects of lodging arrangements on adjustment (living in a dormitory or commuting from home). Results are also presented from a preliminary study of how and what kind of teaching skills and teacher aptitudes are acquired through the teaching practicum. (IAH)

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# Educational Reform in Teacher Education in Japan

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## *Part 1: The Reform in Teacher Education for the Development of Teacher's Competence*

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### 1. Introduction

The teacher education has been enforced in universities or faculties of teacher education and in the other universities in place of Normal Schools since universities were reformed in 1949. In another words, Japan adopts the open system in the teacher education, in which the students might obtain the teacher's certificate could they acquire the enough units to meet the standard of Teacher Certificate Low. There happened two kinds of problems, one problem was such trend that the students only acquired the minimum of the needed unit to get the certificate and the other was that the standard of the certificate was small. To these problems, the public opinions for demanding the reform of the teacher education system came to rise. At the same time, the policy for improvement of the competence of teacher has been enforced.

In this paper we will like to trace the arrangement and reorganization of university and faculty of teacher education, and the trend of establishment of the graduate schools in response to the change of age, finally we will think the teacher education in the coming age.

### 2. The Policy for Improvement of the Competence of Teacher

*(1) The Report of the Commission*

A movement of the reform of new teacher education system can be seen in

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the report of *Central Commission in Education* (1985); "The Policy for the Reform of Teacher Education System." At the beginning of the report, the competence of teacher is described as follows; teacher should have a right sense of mission and an educational affection toward the students as the basic foundation, and should have a general education as a human and a nation with a global perspective, at the same time, professional knowledge in response to the progress of society and teaching professional education for the students. Moreover, such knowledge and education are necessary to be integrated in the individual character and to enhance the total insight and the sentiment to education. This part of the report from the commission tells that the competence of teacher is composed of four elements, such as a sense of mission for education, educational affection, general education and professional knowledge. And these elements should be integrated in teacher's character. However, teacher education in reality is like this as the report points out; the students have tendency to acquire the minimum of the needed units for getting the certificate. Therefore, the teaching practice and the other education for teacher are not seldom done in name only. As the result, the fact is that teacher to be has not brought up ample mind for the occupation as teacher, and even the academic attainments and teaching ability in the same way. The Commission had been concern toward such tendency to set up the fundamental principle for teacher education with the intention of fostering the competence of teacher. This principle proposes that teacher education should be done by following the national standard, upon which Ministry of Education can establish university of teacher education as needed, in addition to that, it suggests the standard of the way of taking course should be developed. The report of Commission in 1966, "On Enlargement and Arrangement of Senior High School" tells that it is necessary to improve not only the ability of teaching of subjects, the competence as teacher but also, the ability of human building. The report in

1971 suggests the teachers in elementary school should be educated mainly in higher education institutes with the particular curriculum. And some portions of high school teachers had better been educated in university of teacher education. The recent report in 1978 mentions the following points; "Majority of the people are eager to demand teachers broad general education, abundant humanity, efficient teaching ability and the interaction of mind with the students."

In responding to the need of people, it is regarded important to improve competence of teacher education, appointment and in-service training. Therefore, "university of teacher education should try to revise the curriculum by paying consideration to the completeness of subject education, student teaching and the other practical aspects of education."

Besides the *Central Commission on Education, National Council on Educational Reform* started in 1984. The council presented the reports four times, among which the first, the second and the fourth report referred to the reform of teacher education. The following is the main assertions of the policy for the improvement of competence of teacher.

The first report (1985) mentions like this; "Teachers should be equipped with the vital components, such as educational affectionate for the students, advanced professional knowledge and practical skill of teaching. Also, it is necessary to enhance self-awareness as teacher for the vitalization of school education and to improve teaching profession." The second report (1986) presents the following statements from the point of claiming the revision of the future direction of teacher education. "The contents of major subjects in teacher education should be revised in response to the change of teaching contents of elementary and secondary school and recent situation of the students. The term and contents of student teaching should be revised in accordance with the implementation of in-service training for the new teacher.

The allotment of required units of observation, participation and student teaching to each level of elementary and secondary school should be examined" The fourth report (the final report, 1987) clarifies like that; "Teacher education and certificate system should be revised in corresponding to the situation of the students and the change of educational contents. At the same time, the teaching certificate system should be flexible in the stand point of recruiting the teachers from various fields."

Coping with the basic policy for improving the competence of teacher in central commission and *National Council on Educational Reform, Commission on Teacher Education* presented the reform plan of certificate system. In the report of 1983, entitled "On the Reform of Teacher Education and the Certificate System," the following statements are stressed. "To improve the professionality of teacher, the increase of the standard in certificate should be reconsidered by emphasizing on enhancing the practical teaching ability through the revision of student teaching. And the graduate schools are necessary to be placed in the process of teacher education and in-service training." Along the above statements, the report proposes the following points.

The new certificate having basic requirement of the completion of master course should be established. It's title might be called "advanced certificate." The certificate with the requirement of the graduation from undergraduate might be called "the Standard Certificate."

The minimum units of requirement should be raised in education-related subjects, particularly, in student teaching when the certificate is issued.

In 1987 the Commission reported the revised plan for the new certificate in concrete. It means the revision of the standard of certificate, besides the content of certificate only. For example, referring to the revise of education-related subjects, the present subjects, such as "Educational

Foundation," "Educational Psychology," "Child Psychology," and so on. should be changed into "Subject relating to educational principle and objective," "Subject relating to the mental and physical development of the student and the teaching and learning process," and "Subject relating to social, systematic or managing matters of education." The new subjects, such as "Subject relating to curriculum," "Subject relating to teaching method and skill," "Subject relating to student guidance" should be newly jointed in the above subjects. Student teaching should newly include "pre and post guidance."

*(2) The Revision of Certificate System*

Based upon the report of *Commission on Teacher Education* as mentioned above, the law for the revision of certificate system and the establishment of the in-service training system for the new teacher was amended in 1988 and enforced in 1989.

The amendment of certification law defines three kind of regular certificates, such as advanced certificate (Master Degree), 1st class certificate (Bachelor of Art or Science) and 2nd class certificate (2-year study in university and the requirement of more than 62 units).

At the same time, the minimum unit of major subject studies and education relate subjects has been raised. For example, the 1st class certification requires 18 units in place of 16 units and 9 all subjects in elementary school. 40 units should be required as the minimum, among them 20 units are restricted in their required contents. take example, major subject studies of mathematics and science include "the use of computer." Technology introduce the subject of "Foundation of Information." And English language adopts "English and communication" and "comparative culture."

Education-related subjects have changed their titles based upon the report

of *Commission of Teacher Education*. The minimum units for elementary school teacher have been raised from 30 units to 41 units. At the same time, units for secondary school teacher have been raised from 13 units to 19 units and 17 units (for upper secondary school). Among such minimum units, one unit has been plus for the pre and post guidance of student teaching; the unit of student teaching for elementary school teacher has raised from 4 units to 5 units and the units for secondary school has raised from 2 units to 3 units.

### 3. The Arrangement and Reorganization of University and Faculty

The employment rates of teachers for the new graduates from the national universities and faculties of teacher education indicate 78% at the highest in 1978 and 1979. However, the rates have been decreasing year by year, such as 61% in 1987, 58% in 1988. Among three numbers, the rates of the formal employees describe the decreasing curve, such as 52% in 1986, 47% in 1987 and 43% in 1988. Such trends tell us the worse situation of the employment rates of teachers.

In this crucial situation, the study meeting in Ministry of Education reported in 1986, "On the Future Direction of Arrangement in National University and Faculty of Teacher Education."

The points of the report are as follows;

(1) To allocate one part of the fixed number of new student enrolment to the other Faculty.

(2) To allocate one part of the fixed number of new student enrolment in teacher education course to the new course which intends to let the students enter the other businesses besides teachers,and dose not demand the teaching certificate as requirement of the graduation.

(a) For example, to establish the course which train the students as Japanese language, counsellor, instructor in social education, professional of

welfare.

(b) To train the students with the advanced general education, flexible thinking skill. For example, to establish the course of General Education, International Relation, Area Studies, and so on.

The report mentioned above has given the great influence on the university and faculty of teacher education so as to increase the numbers of university and faculty which establish the new course. In response to such trend, *Japan Association of University of Teacher Education* reports, "Some Problems Concerning to Arrangement and Reorganization of National University and Faculty of Teacher Education" in 1988.

The report clarified that 3 universities in 1987, 12 in 1988 established new course or were reorganized. Majority of the universities establish new course, such as life-long education, information education, international education and so on. The establishment of new courses has continued since then; it has reached 30 universities out of 49 by 1991. The ratio of the fixed number of students amounts to 3,125 (15.6%) of students in the Complehensive Science Course among 19,930 of total fixed number of students.

The following are the reason why universities and faculties establish the new courses.

(a) In response to the change of supply and demand for teachers.

(b) In response to the change of society (information society, internationalization).

(c) Demand from the communities.

(d) Development of the area of new discipline.

(e) consideration to the system of life-long education.

The some problems have arisen in the new courses. Among them the important problem is that educational objective is not clear and the curriculum based on educational objective is unable to be organized. At the same time, the

scholastic foundation supporting new courses has extended to the large area, so the specialization is hard to be defined. Moreover, in the same university and faculty, teacher education courses and non teacher education courses are co-exist and the professional areas become multiple, at the end, the management coverig education and research has become complicated.

In order to solve such problems, it will be important to clarify how the new course should find the right place in faculty of education. The significance of the existence of the new course has become obscure because the new course does not demand the teaching certificate as the requirement of the graduation. Therefore, its character and its place are variable in accordance with the following conditions; the new course should remain within the framework of teacher education or it should get independence free from teacher education. The former stand raises the problem such as the difference between the teacher education course and the new course can be seen. On the other hand, the latter stand leads to the problem such as the difference between the new course and the other faculty can be seen. *Japan Association of Teacher Education* agrees upon that the new course should be remained within the framework of teacher education. If so, where can we find out the meaning of the establishment of the new course? At this stage, from the point of broad perspectives, teacher education should not be restricted to school only, but be respected from the stand point of teacher education for society. The elements in response to the task from modern times should be added to the competence and ability teacher must have. It is fortune the new course has the moment within itself to reform teacher education.

**4. The Establishment and Reorganization of Graduate School**

A movement for establishment of master course in University and Faculty of teacher education began at *Osaka University of Teacher Education* in 1968,

then *Tokyo University of Liberal Arts* in 1975, *Hyogo University of Teacher Education, Faculty of Education, Okayama University*, and *Faculty of School Education, Hiroshima University* in 1980, *Faculty of Education, Kanazawa University* in 1980, *Fukuoka University of Teacher Education* in 1983. By this year of 1991, 31 universities out of 49 national universities and faculty of education have established master course. The remaining 18 universities are considering or planning the establishment of the graduate school. The tendency of the establishment of the graduate schools has sprung from the aim to provide advanced certificate in elementary and secondary schools by the new certificate law. That is to say, the teacher with more professionality is needed through teacher education.

*Faculty of School Education in Hiroshima University* was established in 1980. However, it has taken more than 10 years to accomplish the whole 10 subject areas in 1991. The main features of curriculum standards are the following points; for example, the school education major should require the subjects related to subject education besides its own subject. And the subjects of two kind of majors besides its own major should be taken as option. This means to aim to acquire more broad scholastic knowledge. The subjects, the Study of Educational Practices and the Comprehensive Seminar of School Education should be required. Accordingly, the curriculum put importance on both educational theory and educational practice.

Recently, in the process of establishment of master course, the plan of establishment of doctor course has been elaborated. *Japan Association of University of Teacher Education* set up the special committee on doctor course to discuss the objective, the construction, and the contents. The committee presented the interim report in 1991. The report mentions doctor course aims to educate the researcher of education-related subjects in university and faculty of teacher education, and the professional with advanced ability of research.

Therefore, the title of graduate school is considered to call "pedagogical course" or "school education course." In accompany with these courses, the majors are listed as (a) school education and (b) subject education. Based upon such principle, graduate school which has already accomplished itself is preparing the unique plan of doctor course in each university and faculty. At the same time, *Japan Association of University of Teacher Education* has started to make progress of preparing the concrete plan. As the result, the first doctor course might be established in the universuty and faculty of teacher education in the near future.

## 5. Conclusion

Throughout the history of 42 years in our new teacher education, the policy for improvement of competence of teacher and the effort by self-reliance in each university have been made. The refrom of certificate system and the revision of curriculum in university are the results from the above policy and effort. In particular, the role of university and faculty of teacher education has increased. As we present, teacher's competence is composed of various elements, such as, the broad general education, the professional knowledge, the education-related knowledge. Moreover, educational affectionate, sense of mission which come from student teaching should be placed in the core of the teacher's competence.

Teacher education must respond to the change of society; one is the problem of supply and demand of teachers, the other is the problems relating to internationalization, information, life-long learning. Consequently, the arrangement and reorganization of university and faculty of teacher education have been enforced. And the increase of the standard of certificate, the issue of advanced certificate are remarkable. At the same time, the completeness of establishment of the master course is also appreciable. For the coming teacher

education, the basic competence necessary to the teaching profession should be promoted. In the promise of appointment and in-service training after graduate. The problem is to find out the way to integrate the elements of competence; general education, subject related knowledge, education related knowledge. To solve the problem, we must pay more attention to student teaching through which a sense of mission as teacher might spring out.

## *Part 2: Empirical Studies on Teaching Practicum*

### 1. Adjustment to Teaching Practicum

Here we introduce 3 researches on adjustment to teaching practicum from psychological viewpoint.

#### *Research (1): Adjustment to Daily Life during Teaching Practicum*

The main purpose of this study was to examine the structures and the processes of adjustment to the teaching practicum. For this purpose, nine 4th-grade female students were participated in the investigations, conducted 9 time during the 6-week practicum.

*(a) Factors of Adjustment*

As shown in *Table 1*, adjustment to the teaching practicum was measured by 12 items. Factor analysis on these items found out 4 significant factors.

Factor 1, "*adjustment to daily life*," includes items such as "I enjoy studies and researches at the elementary school" and "I don't have a self-confidence to get expected results." Factor 2, "*adjustment to rules*," includes items such as "I can't talk to other teachers" and "I feel embarrassment when I called teacher." Factor 3, "*adjustment to teaching*,"

includes items such as "I am in trouble with preparation of lessons" and "It is difficult for me to write teaching plans." Factor 4, "*adjustment to interpersonal relationships*," includes items such as "I am not getting on well in relationships to other students" and "I don't want to keep company with children."

Table 1
Factors of Adjustment to Teaching Practicum

| Items | I | II | III | IV |
|---|---|---|---|---|
| I enjoy studies at elementary school | .82 | | | |
| I don't have confidence to get good results | -.79 | | | |
| I don't have confidence in my ability | -.77 | | | |
| My activities are restricted | -.60 | | | |
| I can't easily talk to other teachers | | -.88 | | |
| I feel embarrassment when I called teacher | | -.69 | | |
| I am in trouble with teaching practicum | | -.63 | -.57 | |
| I can't keep up with timetable | | -.60 | | -.41 |
| I am in trouble with preparation of lessons | | | -.84 | |
| It is difficult for me to write teaching plans | -.42 | | -.77 | |
| I am not getting on well with other students | | | | -.82 |
| I don't want to keep company with children | -.41 | | | -.70 |

*(b) Changes in Each Factor*

*Fig. 1* shows changes in each of 4 adjustment factors. As shown in Fig. 1, the adjustment to *interpersonal relationships* occurred first, then, about 2 weeks after the teaching practicum, students adjusted themselves to the *rules* of school. Adjustments to *teaching* and *daily life*, that were directly related to the purpose of teaching practicum, occurred gradually.

As *Fig. 2* shows, desire to become a teacher and self-estimation of teacher aptitude increased during last 2 weeks.

***Research (2): Effects of Anxiety on Adjustment to Teaching Practicum***

The main purpose of this study was to examine the effects of anxiety on

adjustment to teaching practicum. For this purpose, 32 4th-grade students were participated in the investigations, conducted 8 time during 4-week practicum.

*(a) Type of Anxiety*

Before teaching practicum, anxieties or expectations about the teaching practicum were asked. As shown in *Table 2*, there seemed to be three categories. Anxieties, but expectations, were often observed in students.

Table 2
Anxiety and Expectancy to Teaching Practicum

| Categories | Frequency |
|---|---|
| Anxiety about daily life during practicum | 16 |
| Expectancy about daily life during practicum | 3 |
| Anxiety about teaching | 26 |

*(b) Effects of Anxiety on Adjustment*

*Fig. 3* shows changes in adjustment to teaching practicum. The students who have anxieties about daily life, felt more embarrassment than those who didn't have anxieties when they called "teacher." It seemed interesting that anxiety about daily life, which wasn't directly related to teaching or teaching practicum, had the effects on adjustment to rules in school that were directly related to teaching practicum.

Anxieties about teaching practicum also affected to adjustment to teaching ("Anxiety group felt more difficulties in writing teaching plans").

In this research, as shown in *Fig. 4*, it was found that students decreased their desire of becoming teachers over time. This result seemed different from that of research (1), which showed that the desire of becoming teachers increased during last 2 weeks of 6-week teaching practicum. Two weeks may have this effect. We need further researches on this differences.

*Research (3): Effects of Lodging on Adjustment*

Some of anxieties seen in research (2) were related to lodging during teaching practicum. There are two type of lodging in our teaching practicum program: (1) staying at a dormitory (dormitory group) and (2) coming from their houses (commuter group). In this research, the effects of lodging on adjustment to teaching practicum were examined.

Fourteen boarding students and 19 commuters were participated in this survey for 3 weeks.

As shown in *Fig. 5*, at the beginning of teaching practicum, there was no difference between 2 type of lodging in answers to the item "It is difficult for me to write teaching plans," which was one of items included in the factor of "*adjustment to teaching.*" But 3 weeks after, the dormitory group showed more adjustment than commuters and felt less difficulty in writing teaching plans.

Comparing with the experiences of commuters, the dormitory group experienced more critical transition, in which they had to cope with a new room, new relationships to room mates, less privacy circumstance, and other daily events. In short term, these burden of transition disrupted their adjustment to teaching practicum. But in long term, they could concentrated on teaching practicum because they were far from daily life before practicum, whereas commuter did not experience transition and could not divide the new daily life during practicum from the old daily life.

**2. Teacher Aptitudes**

In the previous 3 researches, teaching practicum was investigated from the view point of psychological adjustment. It also seemed necessary to investigate how and what kind of teaching skills and teacher aptitudes would be acquired through teaching practicum. Here we introduce a preliminary

study on this problem.

For this purpose, 86 3rd-grade and 29 4th-grade students, who were attended to 1 week teaching practicum, were participated in this research.

Table 3
Factors of teaching skills

| Skills | I | II | III | IV | V |
|---|---|---|---|---|---|
| Writing teaching plans | .80 | | | | |
| Studying teaching materials | .74 | | | | |
| Analysis of lessons | .73 | | | | |
| Knowledge on each subject | .59 | | | .41 | |
| Usage of blackboard | .58 | | | | |
| Way of explaining or talking | | .83 | | | |
| Way of asking | | .82 | | | |
| Understanding children | | .74 | | | |
| Praising, scolding | | .65 | | | |
| Guidance of students' congress | | | .79 | | |
| Class management | | | .68 | | |
| Activities of PTA | | | .67 | | |
| Extra-curricula activities | | | .61 | | |
| Educational evaluation | .43 | | .45 | | |
| Ideal of education | | | | .76 | |
| Psychology of instruction | | | | .64 | |
| Guidance of children in trouble | | | | .63 | |
| Basic attitudes as a teacher | | | | .63 | |
| School organization | | | | | .70 |
| Usage of teaching equipment | | | .41 | | .63 |
| Usage of teaching materials and tools | .42 | | | | .58 |
| Manners as a teacher | | | | | .57 |
| Guidance of school lunch | | | | | .48 |

*(a) Teaching Skills*

As shown in *Table 3*, 23 items on teaching skills were used. Factor analysis found 5 significant factors.

Factor 1, "*lesson and material analysis*," includes items like "Writing teaching plans" and "Studying teaching materials." Factor 2, "*explanation*," includes items like "Way of explaining or talking" and "Way of asking." Factor

3, "*extra-curricula activities*," includes items like "Guidance of students' congress" and "Class management." Factor 4, "*knowledge of psychology*," includes items like "Ideal of education" and "Psychology of instruction." Factor 5, "*school administration*," includes items like "School organization" and "Usage of teaching equipment."

*Table 4* shows differences between expectancy and actual acquisition in each factor. Factor 1, 3, and 5, that were difficult to be acquired through observation practicum, were acquired less than expected.

Table 4
Expectancy and real acquisition of each teaching skills

| Skill factors | Expectancy | Acquisition |
|---|---|---|
| Lesson and material analysis | 3.11 | 2.64 |
| Explanation | 3.73 | 3.85 |
| Extra-curricula activities | 2.78 | 2.28 |
| Psychological knowledge | 2.93 | 3.06 |
| School organization | 3.55 | 3.33 |

*(b) Teacher Aptitudes*

As shown in *Table 5*, 43 items on teacher aptitudes were used. Factor analysis found 4 significant factors.

Factor 1, "*office work abilities*," includes items such as "Speak fluently" and "Have abilities to handle the office work." Factor 2, "*careful considerations*," includes items such as "Be impartial" and "Be not sharp-tongued too much." Factor 3, "*eagerness to education*," includes items such as "Have strong curiosity" and "Eager to do anything." Factor 4, "*practical leadership*," includes items such as "Be reliable" and "Be motivated to teach."

Table 5
Factors of teacher aptitudes

| Items | I | II | III | IV |
|---|---|---|---|---|
| Speak fluently | .68 | | | |
| Have abilities to handle the office work | .64 | | | |
| Finish works quickly | .64 | | | |
| Severe | .63 | | | |
| Use computer or word processer | .62 | | | |
| Have good hobbies | .55 | | .46 | |
| Be neat and clean | .55 | | | |
| Write readable character | .48 | | | |
| Be adaptable | .57 | | | |
| Be always calm | .47 | | | |
| Be impartial | | .74 | | |
| Be not sharp-tongued too much | | .67 | | |
| No prejudice | | .66 | .43 | |
| Suppress emotions | .45 | .59 | | |
| Fair for any children | | .58 | | |
| Make distinction | | .57 | | |
| Teach in plainly | | .56 | | .44 |
| Talk in plainly | .47 | .55 | | |
| Don't have a double-dealing personality | | .52 | | |
| Love children | | .50 | .46 | |
| Observe children firmly | | .44 | | .42 |
| Creativity and originality | | .43 | | |
| Have strong curiosity | | | .67 | |
| Eager to do anything | | | .55 | .47 |
| Consider well | | | .54 | |
| Healthy and strong | | | .53 | |
| Be diligent | | | .52 | |
| Understand parents' feelings | | | .51 | |
| Think teaching as one's mission | | | .45 | |
| Be interested in various things | | | .43 | |
| Have own belief | | | .42 | |
| Be reliable | | | | .65 |
| Be motivated to teach | | | | .62 |
| Leadership | | | | .61 |
| Management | .45 | | | .53 |
| Work carefully | | | | .52 |
| Thoughtful | | | | .52 |
| Know child psychology | | | | .49 |
| Contrive in classes | | | | .42 |
| Have humour | .41 | | | .42 |
| Handsome and attractive | | | | |
| Be cooperative | | | | |
| Have deep knowledge | | | | |

Fig. 1 Changes in adjustment

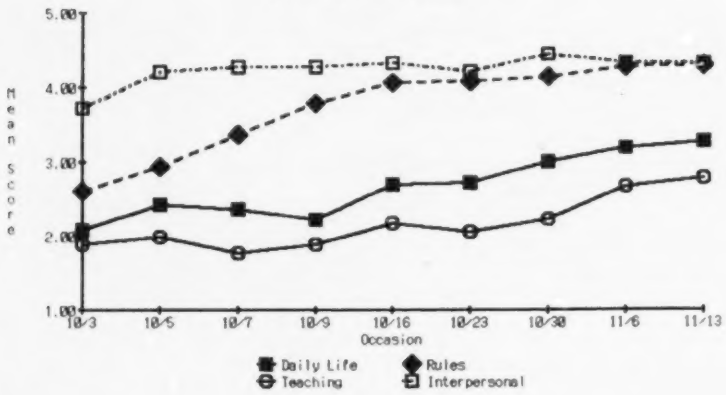


Fig. 2 Changes in desire to be a teacher

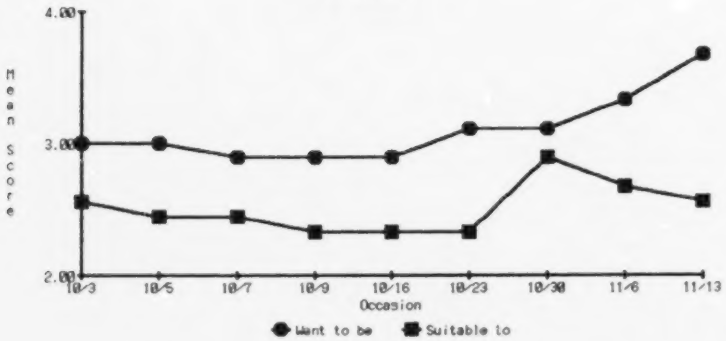


Fig. 3 Effects of anxiety on adjustment

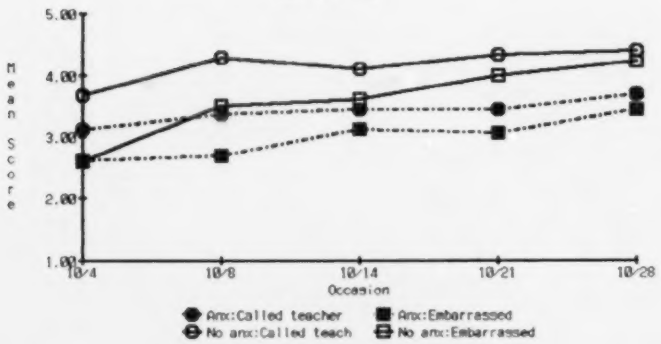




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Fig. 4 Effects of anxiety on desire to be teacher

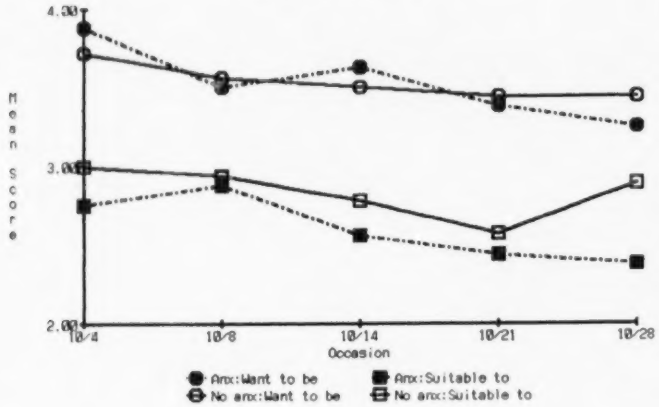
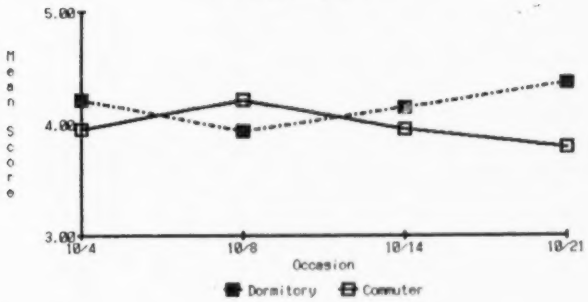



Fig. 5 Effects of lodging on item "write teaching plan"



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